

## Leadership For Differentiating Schools Classrooms Ascd Org

*Using Differentiated Classroom Assessment to Enhance Student Learning introduces pre- and in-service teachers to the foundations, data use, and best practices of the DCA framework. As differentiated instruction practices increasingly enable K-12 educators to individualize learning in their classrooms, it is important that this framework be extended to assessment as well. This concise yet comprehensive book explains the science and rationale behind DCA as well as principles and strategies for both formative and summative assessments. Replete with vignettes, sample outputs, and recommendations, this is a lively and much-needed guide to understanding, enacting, and analyzing grouped and individualized assessments.*

*Leadership in America's Best Urban Schools describes and demystifies the qualities that successful leaders rely on to make a difference at all levels of urban school leadership. Grounded in research, this volume reveals the multiple challenges that real urban elementary, middle, and high schools face as well as the catalysts for improvement. This insightful resource explores the critical leadership characteristics found in high-performing urban schools and gives leaders the tools to move their schools to higher levels of achievement for all students—but especially for those who are low-income, English-language learners, and from various racial and ethnic backgrounds. In shining a light on the essential qualities for exceptional leadership at all levels of urban schools, this book is a valuable guide for all educators and administrators to nurture, influence, support, and sustain excellence and equity at their schools.*

*Explains how to encourage and support teachers who are striving to match their instructional approaches to the needs and interests of every student.*

*Looking for advice and guidance on how to implement differentiated instruction throughout your school? Learn from the experts. Administrators and teachers alike will find viable ideas and answers to questions as leaders at two schools share milestones and vignettes from their real-life experiences in converting entire faculties to this dynamic approach to teaching and learning. The authors balance broadly applicable guidance with specific illustrations of how two schools—a middle-income elementary school and a mixed-income high school—experienced the change process in dramatically different ways. In both instances, the new approach to teaching and learning had sweeping, positive results for staff and students. Carol Ann Tomlinson, Kay Brimijoin, and Lane Narvaez have combined their expertise with differentiation in schools—including professional development, research, leadership, coaching, and teaching—to highlight factors that contributed to the continuing success of school reinvention efforts such as “Approaching change with the particular school culture in mind. “Leading a staff toward change with appropriate pushes, pauses, and acknowledgments.*

*\*Fostering continued growth in understanding and skill with differentiation in the classroom. \*Encouraging teachers to reinforce one another’s strengths. \*Monitoring progress toward expanded flexibility in instructional approaches. \*Nurturing teacher leaders who can sustain the effort beyond one principal’s tenure. \*Providing strong support and role models for deep and broad changes in the school’s teaching practices and learning potential. Every educator seeking to move beyond isolated efforts to differentiate instruction will find practical support and inspiration in this book. At the same time, you’ll gain understanding about the key characteristics needed for deep, lasting instructional change that taps into the learning potential of all students in your classrooms and schools.*

*Differentiation for Gifted and Talented Students*

*Curriculum Leadership*

*How to Differentiate Instruction in Academically Diverse Classrooms*

*How Schools and Parents Around the World are Inspiring Greatness, One Child at a Time*

*The Parallel Curriculum in the Classroom, Book 2*

*Rigor and Differentiation in the Classroom*

*Differentiating Instruction With Menus*

*The go-to guide for the differentiated classroom from the top expert in the field!*

*Principals are instrumental in the teacher’s understanding of a differentiated classroom. This valuable resource gives administrators the knowledge and skills needed to enable teachers to implement and sustain differentiation. Learn information and strategies to jump-start, guide, and coach teachers as they respond to the needs of diverse students, including students with special needs, students with attention deficit disorder, gifted learners, and English learners.Principals are instrumental in the teacher’s understanding of a differentiated classroom. This valuable resource gives administrators the knowledge and skills needed to enable teachers to implement and sustain differentiation. Learn information and strategies to jump-start, guide, and coach teachers as they respond to the needs of diverse students, including students with special needs, students with attention deficit disorder, gifted learners, and English learners.*

*This book offers an overview of research on the uniqueness of middle school students and illustrates the importance of using technology to create differentiated lessons, especially with this age group. It lists the fundamental components of DI, student traits that guide DI, and Web 2.0 resources that can help make DI a reality in the middle school classroom. It also includes sample activities for incorporating DI in multiple subjects: math, science, social studies, and language arts. The strategies and lessons in this book will ensure that students receive a tailored education that also prepares them with the technology skills they need for a successful future.*

*Carol Ann Tomlinson and Tonya R. Moon take an in-depth look at assessment and show how differentiation can improve the process in all grade levels and subject areas. After discussing differentiation in general, the authors focus on how differentiation applies to various forms of assessment—pre-assessment, formative assessment, and summative assessment—and to grading and report cards. Readers learn how differentiation can --Capture student interest and increase motivation --Clarify teachers’ understanding about what is most important to teach --Enhance students’ and teachers’ belief in student learning capacity; and --Help teachers understand their students’ individual similarities and differences so they can reach more students, more effectively Throughout, Tomlinson and Moon emphasize the importance of maintaining a consistent focus on the essential knowledge, understandings, and skills that all students must acquire, no matter what their starting point. Detailed scenarios illustrate how assessment differentiation can occur in three realms (student readiness, interest, and learning style or preference) and how it can improve assessment validity and reliability and decrease errors and teacher bias. Grounded in research and the authors’ teaching experience, Assessment and Student Success in a Differentiated Classroom outlines a common-sense approach that is both thoughtful and practical, and that empowers teachers and students to discover, strive for, and achieve their true potential.*

*So Each May Soar*

*A Framework for Instruction, Assessment, and Classroom Management*

*A Practical Guide, Grades K-8*

*Facilitator’s Guide*

*The Best of the Marshall Memo*

*Strategies and Tools for Responsive Teaching*

*Assessment and Student Success in a Differentiated Classroom*

*Demonstrate how to overcome obstacles to differentiating high school instruction and help teachers examine ways to identify learning styles, give students learning choices, and vary assessment methods.*

*Some great teachers are born, but most are self-made. And the way to make yourself a great teacher is to learn to think and act like one. In this updated second edition of the best-selling Never Work Harder Than Your Students, Robyn R. Jackson reaffirms that every teacher can become a master teacher. The secret is not a specific strategy or technique, nor it is endless hours of prep time. It’s developing a master teacher mindset—rigorously applying seven principles to your teaching until they become your automatic response: Start where your students are. Know where your students are going. Expect to get your students there. Support your students along the way. Use feedback to help you and your students get better. Focus on quality rather than quantity. Never work harder than your students. In her conversational and candid style, Jackson explains the mastery principles and how to start using them to guide planning, instruction, assessment, and classroom management. She answers questions, shares stories from her own practice and shares with other teachers, and provides all-new, empowering advice on navigating external evaluation. There’s even a self-assessment to help you identify your current levels of mastery and take control of your own practice. Teaching is hard work, and great teaching means doing the right kind of hard work: the kind that pays off. Join tens of thousands of teachers around the world who have embarked on their journeys toward mastery. Discover for yourself the difference that Jackson’s*

*Offers proven ideas for how to match instructional approaches to the readiness, interests, and talents of all students.*

*Curriculum Leadership: Strategies for Development and Implementation, Third Edition is a one-of-a-kind resource written for educational leaders, teachers, and administrators. Responding to the need for globally connected classrooms and innovative leadership, this unique text provides a rich and inclusive foundation of curriculum. The authors draw upon a wide range of research and experience to provide readers with creative, up-to-date curriculum strategies and ideas. In sharing innovative programs, learning experiences, and new approaches, they build a solid connection for curriculum development from theory to practice, helping future leaders in education meet the global challenges of our time.*

*The Differentiated Flipped Classroom*

*Differentiating Instruction in the Regular Classroom*

*Effective Strategies for Teaching in K-8 Classrooms*

*Never Work Harder Than Your Students and Other Principles of Great Teaching*

*Differentiating the High School Classroom*

*8 Steps to Harmonize Learning in the Classroom*

**Leverage proven teaching strategies to motivate all students!Students’ learning styles are as unique as their personalities. As a result, the most successful teachers are often those who understand how to adjust their educational techniques to honor students of all intelligences and backgrounds. This comprehensive resource, based on the author’s years of research and experience, presents a usable, understandable framework that assists K?12 teachers in achieving success in today’s differentiated classroom.From easy-to-implement techniques to detailed templates for planning lengthy curriculum units, teachers receive clear direction for appealing to the learning personalities in their diverse classrooms. Readers will also find: Relevant stories, exercises, and examples to illustrate differentiated classroom instruction? Balanced advice for improving student growth and performance in small-group work, class discussions, and relationship building? Practical ideas and activities for immediate application in the classroomThis book gives teachers a toolkit they can use to create an effective learning experience for any student. Discover teaching techniques that result in success for students of all learning styles!**

**Publisher description. A video-based professional development tool to help principals, teacher leaders, and district administrators learn how to promote the use of differentiated instruction in every classroom. Video scenes illustrate what school leaders do to get started with a differentiated approach, how they work with teachers to support the implementation of differentiated instruction in the classroom, and how they monitor progress. The accompanying user’s guide has professional development activities differentiated for workshops, study groups, and individual learning.**

**Today’s teachers are responsible for a greater variety of learners with a greater diversity of needs than ever before. When you add in the ever-changing dynamics of technology and current events, the complexity of both students’ and teachers’ lives grows exponentially. Far too few teachers, however, successfully teach the whole class with the individual student in mind. In *Leading and Managing a Differentiated Classroom*, Carol Ann Tomlinson and Marcia B. Imbeau tackle the issue of how to address student diversity and proactively. The first half of the book focuses on what it means for a teacher to effectively lead a differentiated classroom. Readers will learn how to be more confident and effective leaders for and in student-focused and responsive classrooms. The second half of the book focuses on the mechanics of managing a differentiated classroom. A teacher who has the best intentions, a dynamic curriculum, and plans for differentiation cannot—and will not—move forward unless he or she is at ease with translating those ideas into classroom practice. In other words, teachers who are uncomfortable with flexible classroom management will not differentiate instruction, even if they understand it, accept the need for it, and can plan for it. Tomlinson and Imbeau argue that the inherent interdependence of leading and managing a differentiated classroom is at the very heart of 21st-century education. This essential guide to differentiation also includes a helpful teacher’s toolkit of activities and teaching strategies that will help any teacher expand his or her capacity to make room for and work tirelessly on behalf of every student.**

**Examine the basic principles of differentiation in light of what current research on educational neuroscience has revealed. This research pool offers information and insights that can help educators decide whether certain curricular, instructional, and assessment choices are likely to be more effective than others. Learn how to implement differentiation so that it achieves the desired result of shared responsibility between teacher and student.**

**A Resource Guide for Differentiating Curriculum, Grades 5-9**

**Fulfilling the Promise of the Differentiated Classroom**

**The Differentiated School**

**How to Reach and Teach All Learners, Grades 3-12**

**Strategies for Development and Implementation**

**Collaborative Planning and Teaching for Universally Designed Learning**

**Differentiation through Personality Types**

**Full of just-in-time, step-by-step guidance, this book shows you how to incorporate student voice and choice in the process of planning for student-driven differentiation. This unique approach is based on building collaborative student-teacher relationships as a precursor to student growth. Organized into three parts for quick reference, this book identifies the criteria for positive teacher-student relationships Examines four areas for differentiated learning – content, process, product, environment Describes the process of planning and implementing student-driven differentiation Motivates and supports you in your student-driven differentiation journey Provides unique examples and engaging vignettes throughout, including a fun project inspired by Shark Tank!**

**Differentiating Instruction With Menus: A Video Series (grades 9-12) offers teachers everything needed to create a student-centered learning environment based on choice in the high school classroom. This book: Features attractive reproducible menus and rubrics. Is based on the levels of Bloom’s revised taxonomy. Incorporates different learning styles. Makes incorporating choice into the classroom stress-free for both teachers and their students. Topics addressed include history, geography, economics, government, and culture. Ideal for differentiating for gifted and advanced learners, these menus can be used to guide students in making decisions as to which products they will develop after studying a major concept or unit.**

**Ensure personalized student learning with this breakthrough approach to the Flipped Classroom! This groundbreaking guide helps you identify and address diverse student needs within the flipped classroom. You ’ ll find practical, standards-aligned solutions to help you design and implement carefully planned at-home and at-school learning experiences, all while checking for individual student understanding. Differentiate learning for all students with research-based best practices to help you: Integrate Flipped Learning and Differentiated Instruction Use technology as a meaningful learning tool Proactively use formative assessments Support, challenge, and motivate diverse learners Includes real-world examples and a resource-rich appendix.**

**For too long, educators have focused only on getting students ready for the next test, for the next grade, for graduation, or maybe for college. Students must be prepared to succeed in school, and they must know how to read, write, and calculate. But that’s only the beginning. Our job—whether we teach kindergarten, 5th grade, or high school or we lead a school or district—is to prepare students for success in the real world. To do so, we must also teach grit. Grit is a combination of tenacity and perseverance—a willingness to take risks even if it means sometimes failing and starting again. Knowing how to respond to frustration and failure is essential whether a student struggles or excels. Veteran school leader and popular Educational Leadership columnist Thomas R. Hoerr shows what teaching for grit looks like and provides a sample lesson plan and self-assessments, along with a six-step process applicable across grade levels and content areas to help students build skills they need to succeed in school and in life.**

**How to Differentiate Instruction in Mixed-ability Classrooms**

**Fostering Grit**

**Book One: Ideas and Action Steps to Energize Leadership, Teaching, and Learning**

**Leadership for Differentiating Schools and Classrooms**

**The Differentiated Classroom**

**What Principals Need to Know about Differentiated Instruction**

**Leading for Differentiation**

**Although much has changed in schools in recent years, the power of differentiated instruction remains the same—and the need for it has only increased. Today’s classroom is more diverse, more inclusive, and more plugged into technology than ever before. And it’s led by teachers under enormous pressure to help decidedly unstandardized students meet an expanding set of rigorous, standardized learning targets. In this updated second edition of her best-selling classic work, Carol Ann Tomlinson offers these teachers a powerful and practical way to meet a challenge that is both very modern and completely timeless: how to divide their time, resources, and efforts to effectively instruct so many students of various backgrounds, readiness and skill levels, and interests. With a perspective informed by advances in research and deepened by more than 15 years of implementation feedback in all types of schools, Tomlinson explains the theoretical basis of differentiated instruction, explores the variables of curriculum and learning environment, shares dozens of instructional strategies, and then goes inside elementary and secondary classrooms in nearly all subject areas to illustrate how real teachers are applying differentiation principles and strategies to respond to the needs of all learners. This book’s insightful guidance on what to differentiate, how to differentiate, and why lays the groundwork for bringing differentiated instruction into your own classroom or refining the work you already do to help each of your wonderfully unique learners move toward greater knowledge, more advanced skills, and expanded understanding. Today more than ever, The Differentiated Classroom is a must-have staple for every teacher’s shelf and every school’s professional development collection.**

**This differentiated instruction is to act on the belief that all kids deserve access to the richest, most compelling learning experiences and to provide the scaffolding they need to seize that opportunity. While a handful of teachers in a school might be using differentiation to great success, it takes a collaborative, school-wide approach to maximize differentiation’s effectiveness and improve outcomes for all students. Leading for Differentiation lays out the reflective thinking and action-oriented steps necessary to launch a system of continuous professional learning, culture building, and program assessment that will allow differentiation to flourish in every classroom. Incorporating their own experienced insights, real-world examples, and practical tools, world-renowned differentiated instruction expert Carol Ann Tomlinson and change leadership authority Michael Murphy explore \* Why a move to school-wide differentiation makes so much sense for today’s students and today’s standards- and accountability-focused climate \* How to transform a vision for school-wide differentiation into manageable, year-by-year plans to achieve it \* How to incorporate the principles of differentiation, motivation, and adult learning into respectful, responsive, and truly effective professional learning throughout all stages of the change initiative \* How to foster and recognize growth in teachers’ differentiation practices, and how to chart the impact differentiation is having on student learning \* How to recognize, understand, and respond to resistance—in both its predictable forms and surprising ones \* What school-wide differentiation looks like when it’s fully established, and how to tend to it for long-term success Leading the change to a differentiated school means creating an environment in which each individual feels valued, challenged, supported, and part of a team working together for success. In this book, school leaders will learn how to set the course for positive change and create the structural supports that will help teachers grow as differentiators so that their students will thrive as learners.**

**Offers complete differentiated units of study in six core subjects, with each unit containing lesson plans, worksheets, assignments, rubrics, and other tools and strategies for teaching mixed-ability groups.**

**Learn how to differentiate instruction while maintaining a rigorous learning environment. In this practical book, rigor expert Barbara R. Blackburn shows that the differentiated classroom doesn’t mean extra work for top students and easy work for others; instead, you can have high expectations for all students and provide scaffolding so that everyone can reach success. She also addresses many of the greatest concerns teachers have about implementing differentiated instruction, including: How to manage your time so that you can create lessons, find resources, and grade assignments for students working at different levels; How to balance differentiated instruction and teaching standards; How to ensure rigor at all tiers of instruction How to collaborate with teachers and other faculty members; How to differentiate homework and other out-of-class assignments; How to explain differentiated instruction to parents and families; And more... Each chapter includes practical tools and activities that you can use immediately to bring all students to higher levels of achievement. Many of these tools are available as eResources and can be downloaded for free from the book’s product page: www.routledge.com/9780815394471.**

**How District, School, and Classroom Leaders Improve Student Achievement**

**Making Revolutionary Changes in Teaching and Learning**

**Differentiation in Practice**

**Student-Driven Differentiation**

**Solution Strategies for 18 Common Obstacles**

**Differentiated Instruction Made Practical**

**Differentiating Instruction with Technology in Middle School Classrooms**

**Focusing on the link between gifted education and general education, this resource discusses the benefits of differentiating curriculum and instruction.**

**We differentiate instruction to honor the reality of the students we teach. They are energetic and outgoing. They are quiet and curious. They are confident and self-doubting. They are interested in a thousand things and deeply immersed in it’s particular topic. They are academically advanced and “kids in the middle” and struggling due to cognitive, emotional, economic, or sociological challenges. More of them than ever speak a different language at home. They learn at different rates and in different ways. And they all come together in our academically diverse classroom.**

**This expanded third edition of Carol Ann Tomlinson’s groundbreaking work covers the fundamentals of differentiation and provides additional guidelines and new strategies for how to go about it. You’ll learn - What differentiation is and why it’s essential - How to set up the flexible and supportive learning environment that promotes success - How to manage a differentiated classroom - How to plan lessons differentiated by readiness, interest, and learning profile - How to differentiate content, process, and products - How to prepare students, parents, and you**

**1995 as How to Differentiate Instruction in Mixed-Ability Classrooms, this new edition reflects evolving best practices in education, the experiences of practitioners throughout the United States and around the world, and Tomlinson’s continuing thinking about how to help each and every student access challenging, high-quality curriculum; engage in meaning-rich learning experiences; and feel at home in a school environment that “fits.”>**

**This comprehensive resource demonstrates how to combine co-teaching with differentiated instruction for all diverse learners using universal design for learning (UDL) and a unique retrofit approach.**

**Explains how to differentiate instruction across a broad spectrum of scenarios and students.**

**A Practical Guide to Digital Learning**

**Responding to the Needs of All Learners**

**Leaders of Learning**

**Units for Application Across the Content Areas, K-12**

**U.S. History (Grades 9-12)**

**Using Differentiated Classroom Assessment to Enhance Student Learning**

**Grading for Equity**

**Need to decide when, why, and how to differentiate instruction in the classroom? Differentiated Instruction Made Practical introduces teachers to All Learners Learning Every Day (ALL-ED), an easy-to-use framework that enables tailored instruction for every learner. These unique, self-regulated learning routines were developed by an experienced K-12 teacher and researcher in collaboration with an educational psychology scholar. Filled with useful classroom examples, evaluation procedures, self-reflection activities, and relevant background information, this essential guide will help classroom teachers think on their feet and promote success for all students—not just the middle of the pack.**

**The 2020 NASA Decennial Study of the Superintendent is an extension of national decennial studies of the American school superintendent that began in 1923. The research was conducted in late 2019 and early 2020. The results are presented in various ways throughout the study, ranging from aggregate findings to two and three level crosstabs that disaggregate data by eight different enrollment categories. Just as findings from previous decennial studies suggested, the various job-related happenings of superintendents are not always homogeneous. They can be influenced by a multitude of factors such as district enrollment, demographic characteristics of the superintendents, and characteristics of the students and communities they serve.**

**For many years, the authors have been fellow travelers on the journey to help educators improve their schools. Their first coauthored book focuses on district leadership, principal leadership, and team leadership and addresses how individual teachers can be most effective in leading students—by learning with colleagues how to implement the most promising pedagogy in their classrooms**

**“Joe Feldman shows us how we can use grading to help students become the leaders of their own learning and lift the veil on how to succeed. . . . This must-have book will help teachers learn to implement improved, equity-focused grading for impact.” --Zaretta Hammond, Author of Culturally Responsive Teaching & The Brain Crack open the grading conversation Here at last—and none too soon—is a resource that delivers the research base, tools, and courage to tackle one of the most challenging and emotionally charged conversations in today’s schools: our inconsistent grading practices and the ways they can inadvertently perpetuate the achievement and opportunity gaps among our students. With Grading for Equity, Joe Feldman cuts to the core of the conversation,**

**revealing how grading practices that are accurate, bias-resistant, and motivational will improve learning, minimize grade inflation, reduce failure rates, and become a lever for creating stronger teacher-student relationships and more caring classrooms. Essential reading for schoolwide and individual book study or for student advocates, Grading for Equity provides A critical historical backdrop, describing how our inherited system of grading was originally set up as a sorting mechanism to provide or deny opportunity, control students, and endorse a “fixed mindset” about students’ academic potential—practices that are still in place a century later A summary of the research on motivation and equitable teaching and learning, establishing a rock-solid foundation and a “true north” orientation toward equitable grading practices Specific grading practices that are more equitable, along with teacher examples, strategies to solve common hiccups and concerns, and evidence of effectiveness Reflection tools for facilitating individual or group engagement and understanding As Joe writes, “Grading practices are a mirror not just for students, but for us as their teachers.” Each one of us should start by asking, “What do my grading practices say about who I am and what I believe?” Then, let’s make the choice to do things differently . . . with Grading for Equity as a dog-eared reference.**

**School Leadership - International Perspectives**

**Engaging the Extremes through Classroom Routines**

**Leadership in America’s Best Urban Schools**

**Leading and Managing a Differentiated Classroom**

**The American Superintendent 2020 Decennial Study**

**Differentiation and the Brain**

**What It Is, Why It Matters, and How It Can Transform Schools and Classrooms**

**Recent research into school effectiveness has corroborated the theory that the school leader plays a pivotal role making their school a successful institution, and is most often cited as the key factor in a school’s development. Reflecting the importance it is given in the today’s education landscape, this book explores the latest trends in school leadership from both theoretical and practical perspectives. Each chapter provides insight into an aspect of current research, with detailed case studies coming from as far afield as Hong Kong and Canada. In the context of the ever-increasing burden of responsibility placed on education management to safeguard and enhance the quality of education they provide, school leadership is now a core concern of policy makers. In addition, most countries are undertaking fundamental education reforms that will have a major influence on the nature of school leadership. Offering the most up-to-date research on this central issue, this book will both inform and shape the debate.**

**“The Parallel Curriculum Model in the Classroom, Book 2” contains a series of essays designed to further develop key ideas from the original book, including model guidelines, applications, and experiences from high quality educators that have utilized the Parallel Curriculum Model.**

**Featuring a wealth of reflection activities and connections to standards, this concise, easy-to-read teaching methods text equips students with the content knowledge and skills they need to become effective K–8 teachers. The book maximizes instructional flexibility, reflects current educational issues, highlights recent research, and models best pedagogical practices. Current and realistic examples, a section in each chapter on using technology in the classroom, and material on differentiating instruction for diverse learners—including students with special needs and English language learners—make this a must-have resource for any K–8 teacher.**

**For education courses in Educational Psychology, Advanced Educational Psychology, Differentiated Instruction, Inclusion/Mainstreaming, Mild/Moderate Disabilities Methods, or General Methods (K-12). In this brief Merrill/ASCD text, the leading authority on differentiation explains the most effective classroom-proven approaches for teachers to use in order to meet the instructional needs of every learner in any grade level. The author introduces vivid classroom examples of real teachers using differentiated instruction to**

effectively show readers what, how and why to differentiate instruction.

Leadership for Differentiated Instruction

Growing Teachers Who Grow Kids

Managing a Differentiated Classroom

Differentiating Instruction

How Neuroscience Supports the Learner-Friendly Classroom

The Principles and Practices of Learner-Centered Classrooms

How do I prepare my students for the real world? (ASCD Arias)

"A vision for better classrooms that expresses belief in the possibility of each teacher and each student"--

Children in today's world are inundated with information about who to be, what to do and how to live. But what if there was a way to teach children how to manage priorities, focus on goals and be a positive influence on the world around them? The Leader in Me is that programme. It's based on a hugely successful initiative carried out at the A.B. Combs Elementary School in North Carolina. To hear the parents of A. B Combs talk about the school is to be amazed. In 1999, the school debuted a programme that taught The 7 Habits of Highly Effective People to a pilot group of students. The parents reported an incredible change in their children, who blossomed under the programme. By the end of the following year the average end-of-grade scores had leapt from 84 to 94. This book will launch the message onto a much larger platform. Stephen R. Covey takes the 7 Habits, that have already changed the lives of millions of people, and shows how children can use them as they develop. Those habits -- be proactive, begin with the end in mind, put first things first, think win-win, seek to understand and then to be understood, synergize, and sharpen the saw -- are critical skills to learn at a young age and bring incredible results, proving that it's never too early to teach someone how to live well.

For years, Kim Marshall and Jenn David-Lang have been considered "designated readers," curating ideas and research for busy frontline educators. Kim's weekly Marshall Memo summarizes the best articles from more than sixty magazines and journals.

Leadership for Differentiating Schools and ClassroomsASCD

The Leader in Me

Tools and Strategies